Formative Assessment Task

2nd Grade: Number and Operations in Base Ten

**Standard 2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.**

**Materials and Directions:**

1. Copy the following table.
2. Ask students to draw a line connecting the number that will be next in each pattern.
3. Observe how the student models and solves the problem.

**Considerations:**

Observe what strategies students use to solve the problem. Students should address the fact that when they count by 10, the ones place does not change. They should notice that when we add 5, the ones place is the same in every other numeral.

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| Pattern | What comes next |
| 150, 155, 160, 165, 170 | 650 |
| 150, 160, 170, 180, 190 | 175 |
| 150, 250, 350, 450, 550 | 200 |

Ask the students:

255 will not be in all 3 patterns, but 250 will. Explain why.



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |